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PUBLIC EDUCATION

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SUPERINTENDENT ADE OUTLINES EDUCATIONAL PLAN FOR PENNSYLVANIA

Points to Advancing Frontiers

Defines Common Philosophy and Forward Developments in School Program Before Education Congress

Speaking before the general session of the Annual Education Congress on the topic "Educational Planning for Pennsylvania," Dr. Lester K. Ade, Superintendent of Public Instruction, presented a clear outline of the public education program in Pennsylvania. He defined the organization of the Department, explained the functions of the various units of service, and outlined in detail a definite program for the Commonwealth.

A COMMON PHILOSOPHY OF EDUCATION

The importance of developing a common philosophy of education as the guide in directing the efforts of all concerned with the vital State-wide program, was emphasized by the Superintendent. "Since a public education program touches directly or indirectly the entire population," Doctor Ade said, "it becomes the responsibility of those charged with the educational leadership in the Commonwealth to charter a definite course of action." Such a step is necessary for the intelligent cooperation of all who are concerned with establishing and maintaining a school system adequate to meet the needs of all the people.

It is the policy of the Department to place the greatest emphasis on those functions which bear a direct relation to the educational processes as they operate in the classrooms of the Commonwealth. In planning this program for Pennsylvania the Department has based its policies upon the needs of the schools, as well as upon the public attitude as expressed through its educational and civic organizations. The program is constructed not only in terms of the present, but with a view to setting up a foundation on which a program for the future may be projected. This fore-sighted plan will serve as a guide to educators, legislators, and the public in the development and maintenance of a vital educational program adequate to meet the needs of every school district in the State. The public school is responsible for the education of all the people and is charged with the duty of providing the best opportunities possible for all to obtain an education which will equip them for efficient citizenship.

ADVANCING FRONTIERS

What, then, is the program of the Department of Public Instruction? What are its basic principles? Its advancing frontiers? A paramount policy is to make the program as purely professional as possible by placing the primary emphasis on the improvement of instruction. Education that is designed to prepare for life in a democracy must be conducted on democratic principles. Accordingly, it is the plan of the Department to develop its program as a cooperative effort between the Department and the school districts of the State. The Department further proposes to square its practice with its preaching and to keep education in Pennsylvania in pace with proven theories. It also plans to reinforce those aspects of rural school service that have been found effective in the improvement of educational opportunities for children and adults in the country.

(Continued on page 8)

AMERICAN EDUCATION WEEK

November 9-15, 1936

American Education Week, which is observed annually to inform the public of the needs, aims, and achievements of the schools will be observed this year from Monday, November 9, to Sunday, November 15, and will develop the general theme "Our American Schools at Work." American Education Week has become more widespread each year since its inauguration in 1921, as an occasion of special significance to the layman as well as to the educator.

The schools of Pennsylvania have actively and appropriately participated in this celebration since its inception and are already making plans for this year's celebration. The schedule of daily topics under the theme "Our American Schools at Work," as prepared by the National Education Association, is as follows:

Monday, November 9, The Story of the Schools.

Tuesday, November 10, The Changing Curriculum.

Wednesday, November 11, New Services to the Community.

Thursday, November 12, The Unfinished Business of Education.

Friday, November 13, Financing America's Schools.

Saturday, November 14, Education for Physical Fitness.

Sunday, November 15, Education for Character.

In an effort to assist local schools throughout America in planning an effective program for American Education Week, the National Education Association has prepared a variety of helpful materials. These include: American Education Week Handbook (32 pages); Announcement Poster (11x17 inches); Numbered Stickers (1½x2 inches); Our American Schools at Work (4 pages); The School and Democracy (4 pages).

The N. E. A. has likewise prepared for the convenience of school people separate packets of special materials for each of the following types of school: kindergarten and primary school, elementary school, secondary school, rural school, college and university, and teachers college.

Of unusual value in planning the observance of American Education Week, is the 23-page handbook prepared especially for this year's celebration, which provides materials and suggestions for the daily themes of the Week.

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BETTER ATTENDANCE IN PUBLIC SCHOOLS

Report Reveals Reduction of Absences In Various Years.

Figures prepared from reports submitted by the school districts of the Commonwealth indicate that the percentage of attendance of pupils in the public schools has steadily improved since 1925 and absences are consistently on the decline during that period.

In the State as a whole, the percentage of attendance rose from 92.1 in 1925 to 93.8 in 1935. While the percentage remained stationary in districts of the second class, in districts of the first class it rose from 89 to 92 per cent; in districts of the third class, from 94 to 95 per cent; and in districts of the fourth class from 92 to 94 per cent.

Simultaneously with the improvement in the percentage of attendance, there is a corresponding decline in the sessions of absence per pupil from 1925-1935. In the State as a whole the sessions of absence per pupil declined from 38 to 26; in districts of the second class from 21 to 20; in districts of the third class from 20 to 19; and in districts of the fourth class from 25 to 20—the greatest improvement appearing in these fourth class districts.

The section of the report dealing with percentage of attendance by counties reveals a range from 91 per cent to 96 per cent perfect attendance during 1935. Lehigh is the only county in the Commonwealth attaining a percentage of 96, although more than a dozen counties achieved a percentage of 95; namely, Berks, Carbon, Dauphin, Lancaster, Lawrence, Lebanon, Mercer, Mifflin, Northampton, Northumberland, Schuylkill, Warren, and Washington.

NEW FACES IN DEPARTMENT STAFF

DR. CECILIA U. STUART

Superintendent Lester K. Ade has announced the appointment of Dr. Cecilia U. Stuart of California, Washington County, to succeed Miss Tressa C. Yeager as Chief of the Elementary Division in the Department of Public Instruction. Miss Yeager resigned her position in the Department to accept the office of Head of the Education Department at the State Normal School in Fredonia, New York.

Doctor Stuart's early education which was gained in Ohio, comprises seven years in the elementary grades in the public schools at Collinsville, and four years in the Classical Department of the Hamilton secondary schools from which she graduated in 1917. Her professional studies were pursued in the Department of Education of Miami University in the same state, where she was awarded the B.S. Degree in 1925. She continued advanced professional studies in the field of elementary education at Cincinnati and Columbia Universities, receiving from the latter institution both the M.A. and Ph.D. Degrees.

Since 1920, Doctor Stuart has gained varied and extensive experiences in the profession of education in Pennsylvania and Ohio. For five years she taught in the elementary grades of the public schools in Middletown and Avondale, Ohio. During the ten-year period following 1925, she served at different times as critic and demonstration teacher at Miami University, director of the activities program for elementary school teachers at Columbia University, and as supervisor of student teaching in the California State Teachers College. During the summer months from 1924-1936 she was engaged in various capacities at teacher education institutions in these two states.

Doctor Stuart is associated with several State and National professional organizations, has contributed learned papers to professional magazines, and has traveled in Europe to further her preparation and proficiency as an educator.

Her work in the Department of Public Instruction consists of the supervision of the State program of kindergarten and elementary education and the counselling with superintendents, principals, teachers and directors, relative to the promotion and progress of this program. Her office is concerned with the development of adequate courses of study and researches in the field of elementary education.

THOMAS A. WILLIAMMEE

Thomas A. Williammee of Liberty, has been named Assistant County Superintendent of Schools in Tioga County, by Superintendent Lester K. Ade. Mr. Williammee succeeds Walter G. Clark, who became County Superintendent upon the death of Edward E. Marvin. The new Assistant County Superintendent is a graduate of the State Teachers College at Lock Haven and pursued further professional studies in education and school administration at Franklin and Marshall College, Mansfield State Teachers College, New York University, and Bucknell University. He received professional degrees at Franklin and Marshall and Mansfield College.

Prior to his acceptance of office, which he now holds, Mr. Williammee was the Principal of the Vocational Secondary School in Liberty Boro, Tioga County.

DR. FRANK P. MAGUIRE

A statement from Dr. Lester K. Ade, Superintendent of Public Instruction, announces the appointment of Dr. Frank P. Maguire of East Stroudsburg, Monroe County, to the position of Chief of Health Education. He succeeds Edward V. McCullian of Summit Hill, who has accepted a position in the East Stroudsburg State Teachers College.

Doctor Maguire attended the elementary and secondary schools at Plains, Pennsylvania, graduating from the latter in 1908. His advanced studies in Liberal Arts and Educational Personnel Administration were pursued at Holy Cross College in Worcester, Massachusetts, and at Columbia and New York Universities. The A. B. and A. M. Degrees were granted him by Holy Cross, and the Ph. D. by New York University.

Since 1914, Doctor Maguire has been Dean of men and instructor in the East Stroudsburg State Teachers College. However, he gave one year of this period to service in the United States Army during the World War. During the summers from 1910-1917 he supervised the playgrounds in the City of Wilkes-Barre. Doctor Maguire has contributed articles in the special field to various professional periodicals, is a member of a number of professional organizations, and is listed in the Who's Who in American Education, Who's Who in American Sports, and Who's Who in American Colleges.

His work in the Department consists of directing and supervising the programs in health instruction, physical education, and school nursing in the elementary and secondary schools and in the Teachers Colleges.

DR. ARTHUR M. STULL

Dr. Arthur M. Stull of Johnstown, according to a statement by Dr. Lester K. Ade, Superintendent of Public Instruction, has been appointed Superintendent of the Cambria County Schools to succeed Martin S. Bentz, deceased. The appointment was made after consideration of the names submitted by the executive committee of the Cambria County School Directors' Association.

Dr. Stull received his elementary and secondary school education in Johnstown and later entered the State Teachers College at Indiana to begin his professional preparation. Graduating from this institution in 1912, he entered the University of Pittsburgh after several years of teaching, to pursue advanced studies in education. Having received the B. S. degree in 1927 and the M. A. degree in school administration in 1929 from that institution, Dr. Stull has since completed the requirements for the Ph.D. degree which was awarded in 1933.

Dr. Stull's professional experience comprises service as teacher, principal, and supervising principal in the public schools of Pennsylvania. During the five-year period from 1912 to 1917, he taught reading and arithmetic for a time and served as elementary school principal in the Johnstown Public Schools. In 1918 he became principal of the Monaca Secondary School leaving there to become supervising principal of the South Fork public school, a position which he held for seven years. Since 1926 he has been Supervising Principal of the Dale Borough public schools.

MARGARET P. DURKIN

Superintendent Lester K. Ade has announced the appointment of Miss Margaret P. Durkin, of Scranton, to a position in the Elementary Education Division of the Department of Public Instruction to become effective August 1. Miss Durkin, who was born in Scranton, graduated from the academic department of the Central High School in that city and some years later began her professional education at Harvard University in the Department of English. She continued her higher education at Columbia and the University of Chicago, being granted a Bachelor of Arts Degree from the latter institution in 1920. Having decided to enlarge her professional possibilities by adding school administration and research to her educational preparation, Miss Durkin went abroad to study Education at Oxford University in England, in 1923-24. Returning to do graduate work at Harvard University, she was granted the Master of Education Degree from that institution in 1926, after which she again returned abroad and did advanced research work at the National University of Ireland. In 1930 she began work at the University of Pennsylvania, leading to the Degree of Ph. D.

In addition to the travel entailed by her advanced studies abroad, Miss Durkin, supplemented her formal education by visiting the Shakespeare country in England, by studying historical backgrounds in France and Italy, and by living for a time in the land of poets and prose writers in the British Isles.

Her professional experience began when she accepted a position as grade school teacher at Scranton and later became principal of an evening school in the same city. In 1920 she completed an extended period of service as a teacher in the Public Schools at Scranton, later advancing to the position of Director of Adult Education. For a time Miss Durkin was an Associate Editor of the Pictorial Review. She resumed her work in the profession by becoming Head of the Department of English at Cedar Crest College. This position she held until her recent appointment to a place in the Department of Public Instruction.

EUGENE J. SULLIVAN

Dr. Lester K. Ade, State Superintendent of Public Instruction, has announced the appointment of Eugene J. Sullivan, Supervisor of the Platoon Schools in Hazleton, to the position of Assistant Chief of Personnel Examination in the Bureau of Professional Licensing of the Department of Public Instruction.

Mr. Sullivan received his education at Pennsylvania State College and Cornell University, graduating from the former in 1923 with the B. S. Degree, and from the latter in 1929 with the M. A. Degree. He has likewise completed graduate study at Cornell University leading to the Ph.D. Degree.

His experience in the profession extending almost through a score of years, includes teaching in the elementary schools in Clearfield County, in the high school at St. Mary's, in Elk County, and serving as principal of the Susequehanna Public Schools. Since 1929, Mr. Sullivan has been the Supervisor of Platoon Schools in Hazleton.

Mr. Sullivan succeeds Mr. R. E. Iffert who has accepted a position in Washington, D. C., with the Education Division of the C. C. C. program of the Federal Government.

PRACTICAL PANEL DISCUSSIONS FEATURE EDUCATION CONGRESS

Problems of Finance, Legislation, Instruction Considered by Schoolmen and Citizens at Annual Meeting

Four factors contributed toward making the first day of the Annual Education Congress, which was held in Harrisburg October 7th and 8th, of unusual practical value. First—The general topics of the day's deliberations comprised financing public education, suggested school legislation for Pennsylvania, problems in the improvement of the curriculum and problems in the improvement of teaching—all of which are of immediate interest to those charged with the educational responsibilities in Pennsylvania. Second — Specific problems under these headings were proposed by school administrators in every part of the State before the Congress was convened, so that only such situations as actually exist were given time in the discussions. Third—School officials and laymen who have had experience in dealing with the problems proposed served the Congress as leaders in the discussions. And fourth—The Congress during the first day was organized into four separate groups, each one dealing with a single subject, thereby making it possible for those participating to follow through the discussions to definite practicable conclusions and solutions.

The panel discussion on "Financing Public Education" was led by more than twenty educators and official laymen. This conference which held one session in the morning and another in the afternoon centered round the following crucial financial problems:

- **Aid to Financially Distressed School Districts**
- **Transportation Costs and Services Pertaining to Personnel, Routes, Pupils Served, Types of Buses, etc.**
- **Tax Rate Limitation by Constitutional Amendment.**
- **Bases of Allocating the Regular Appropriations to School Districts**
- **Provisions for an Expanding Program of Vocational Education Made Possible By Increased Appropriations**
- **The Responsibilities of the County and District Superintendents in School Finance.**

While one group of members of the Congress were given consideration to financial problems, another group discussed "Suggested School Legislation for Pennsylvania." This meeting, which was directed by more than a dozen competent leaders representing various parts of the State, was likewise in the form of a panel discussion. Among the problems relating to school legislation which were raised for discussion by this group were:

- **Legislation pertaining to Aid in the Transportation of School Children**
- **More Equitable Distribution of High School Tuition Appropriations**
- **Provisions for State-Aid and a More Equitable Distribution of State Funds**
- **Legislation to Establish Teacher Tenure**
- **Desirable Changes in the Teacher Retirement Law**
- **Increments for Teachers in Fourth Class Districts**
- **Legal Status of Superintendent's Activities**
- **Reorganization of School Districts Establishing Larger Administrative Units**

"Problems Pertaining to the Improvement of Instruction," which constituted the general topic of the third group, were considered under two headings. At the morning session, which took the form of a round table conference, the members of this group discussed "Problems in the Improvement of the Curriculum," as follows:

- **Upon what educational principles should the curriculum be based?**
- **What changes in the curriculum should be made to make it consistent with modern educational principles?**

In the afternoon this same group gave its attention to "Problems in the Improvement of Teaching." These included:

- **What should be expected of a Good Teacher?**
- **What are the Essentials in the Education of a Good Teacher?**
- **What are the Essentials of Good In-Service Teacher Education?**

At the general session of the Education Congress the following day, a summary of the deliberations of each of these separate conferences was presented before the entire assembly. Accordingly, all who attended the Congress shared in the conclusions and solutions of the problems relating to school Finance, Legislation, and Instruction.

PUBLIC INSTRUCTION STAFF MEETS

Hears Interesting Account of Superintendent's Trip Abroad

The Department of Public Instruction held its first monthly meeting of the General Staff Monday evening, September 14, in the State Council Room of the Education Building. Superintendent Lester K. Ade presented to the members of the staff an interesting account of his trip to England and Europe, emphasizing the educational aspects of his experience. A discussion followed, dealing with a comparison of the various viewpoints on education manifest among the nations of the world. Some time was given also to the plans for the series of monthly meetings that are to follow last night's session.

100 TEACHERS RETIRE

One Has Service Record of 64 Years

One hundred and two school employes were granted retirement allowances by the Retirement Board at its last meeting, according to Dr. H. H. Baish, Secretary of the Board. These employes had served in the public schools of Pennsylvania for periods ranging from 10 to 51.5 years.

Following are the names of those whose service extended to the half-century mark or beyond:

Emma K. Goetz, Greencastle Township, Franklin County, 51 years of service; Alice L. Keech, Philadelphia, 64 years of service; Lillie G. Toole, Philadelphia, 51.5 years of service.

STATE PARENT-TEACHER CONGRESS HOLDS ANNUAL CONVENTION

Superintendent Ade Among Noted Speakers on Busy Three-Day Program

The Annual Convention of the Pennsylvania Congress of Parents and Teachers was held in Harrisburg, October 13-15, where a program characterized by distinguished personalities, illuminating addresses, an interesting variety of activities, and delightful entertainment was enjoyed by more than 2,000 people who attended.

The Convention fee, the relation of the home to character formation was developed most effectively by such enthusiastic and eminent speakers as Dr. Lester K. Ade, Superintendent of Public Instruction; Mrs. Howard H. Hall, President of the Pennsylvania Congress of Parents and Teachers; Dr. Gary Cleveland Myers, Head of Parent Education, Cleveland College, Western University; Dr. Charles S. Swope, President of the State Teachers College at West Chester; Mrs. Walter E. Greenwood, Past-President; Mrs. A. H. Reeve, Chairman International Relations, National Congress of Parents and Teachers; Mrs. E. E. Kiernan, State Chairman of Parent Education; and Mrs. F. M. Hosmer, Representative of the National Congress of Parents and Teachers.

Superintendent Ade discussed the subject "The Fine Art of Living Together" in which he developed the idea of happy human relations from the international point of view through the community, the family, the individual himself. He elaborated on the part which the school and the home may take in developing the fine art of living together.

The Convention was made interesting by the wide variety of events that were included in the three-day program. In addition to the regular open sessions which took place in the Education Building and the Penn-Harris Hotel, the program included an international evening in the Forum of the Education Building, a tour of the Hershey Industrial School, including a luncheon at Hershey; a program in honor of Mrs. E. E. Kiernan, Honorary President; a Banquet Meeting at which Doctor Ade gave an address; a Gold Star Luncheon, a District and Council Supper, and an informal reception in the lobby of the Penn-Harris Hotel.

One of the most valuable features of the meeting was a period devoted to departmental conferences. In these separate sessions such phases of parent-teacher work as extension, welfare, education, home service, health, and radio were discussed under the supervision of the several directors of these Departments.

The Convention was enlivened by an unusual variety of music and entertainment. The General Sessions were opened with assembly singing under the direction of Mrs. H. R. Pope. Special music was furnished by the Harrisburg Parent-Teacher Chorus, by the High School Orchestra of Harrisburg, the local School Band, and the State Parent-Teacher Chorus. Of particular interest to the guests of the Convention was the excellent music provided by students who were chosen to participate in the Annual Forensic League Contests. Other entertainment was a pageant entitled "The Summoning of the Nations," poetry readings, and informal socials between sessions of the Congress.

NOVEMBER CALENDAR FOR SCHOOL OFFICIALS

Due	Subject of Report	Sections of Law	Form Number of Report
	NOVEMBER		
1	Last date for payment of installments on delinquent taxes	786	.....
1	Application for Appropriation (for teachers' salaries and closed schools)	1210	PIBB-1
1	Summary of Enumeration	1426	PICA-3
15	Attendance Report (For October)	2904	PICA-1
15	Summary Age Grade Table (odd numbered years)	317	PICA-21 PICA-22
	DECEMBER		
1	Annual Report of Consolidated Schools	317	PIRS-1
1	Secondary School Classification Report	2904	PIHS-1
1	Secondary School-Practical Arts Report	2904	PIHS-1
1	Secondary School-Vocational Agriculture Report	3405	PIHSV-2
1	Secondary School-Vocational Home Economics Report	3405	PIHSV-2
1	Vocational Home Economics Evening Schools	3405	PIXV-1
1	Vocational Trade and Industry Schools or Classes for Unemployed Persons	3405	PIXV-2
1	Continuation Schools Application for Approval for State and Federal Aid and Tentative Budget	3405	PIVE-2
—	Meeting of Teachers Report (Annual Institute)	2110	.....
7	Organized School Board elect president and vice-president	301 303	....

COOPERATIVE MOVE FOR SCHOOL HEALTH

Four Public Agencies Join to Form A Permanent Council for Pennsylvania

In order to coordinate the efforts of certain State and National agencies in the interests of the school health program of the Commonwealth, a conference was called by Dr. Lester K. Ade, Superintendent of Public Instruction, to plan the steps necessary to achieve this purpose. Represented at the meeting besides the Department of Public Instruction were the American Red Cross, The Tuberculosis Society of Pennsylvania, and the State Department of Health. Superintendent Ade, who presided at the session which was held in Harrisburg, emphasized the importance of coordinating the various phases of the school health program, through the organization of a permanent health council. The suggestion was favorably received and a meeting to be held during October was appointed for the purpose of forming such a council.

Numerous problems relating to the coordination of the various aspects of the school health program presented themselves at the September meeting. Among those which were discussed at some length by the representatives of the four groups present were: coordination of the participating groups in determining materials for publication; cooperation in the enforcement of laws on school sanitation; assurance of remedial measures after medical inspection has been done; the place of dental hygienists and dental clinics in the health program; the care and education of crippled children; inspection and remedial work with pre-school children, and cooperation in providing school nursing service for all school children.

Steps taken to conduct tuberculin testing in the various communities of the State were discussed before the conference by Dr. Edith McBride-Dexter of the Department of Health. This program of service includes the use of equipment for X-ray purposes.

COMMERCIAL EDUCATION ASSOCIATION

The fall meeting of the Tri-State Commercial Education Association was held October 9 and 10, in the Henry Clay Frick Training School in Pittsburgh. The general theme for the meeting was, "Business Education for All." The Saturday morning sessions were characterized by outstanding speakers for the following sectional meetings:

Vocational Guidance
Administration of Commercial Education
Salesmanship
Business Correspondence
General Business Education
Shorthand
Commercial Law
Economics
Business Arithmetic
Bookkeeping
Penmanship
Typewriting
Extra-Curricular Activities

EDUCATION THROUGH LIFE ACTIVITY

Practical Values Replace Professional Credits in Realistic College Curriculum

The new program of Realistic Education for Women which has been in operation at Goucher College for the past two years has reached a stage at which it is possible to evaluate some of the results. Possibly the most significant of these is the shift in both emphasis and interest from the accumulation of semester hours and credits to the attainment of the realistic purposes of education as expressed in terms of life activities. These purposes as set up by the college for the first two years of the course are as follows:

a. Establishment and maintenance of physical and mental health.
b. Comprehension and communication of ideas both in English and foreign languages.
c. Understanding of the scientific method in theory and in application.
d. Understanding the heritage of the past in its relation to the present.
e. Establishment of satisfying relations with individuals and groups.
f. Utilization of resources with economic and aesthetic satisfaction.
g. Enjoyment of literature and the other arts.
h. Appreciation of religious and philosophical values.

TO EMPHASIZE EDUCATION IN PRACTICAL AND FINE ARTS

Developments in Important Fields Encouraged by Department

A new impetus has been given the practical and fine arts education program in Pennsylvania because of the increasing number of school districts that are adopting vocational programs and courses in music and art. In addition to the twenty-four districts that have instituted Vocational Departments for the coming school term there are many others which have increased interest and enthusiasm on the part of teachers and directors alike for industrial and business education.

In the field of art, under the direction of C. Valentine Kirby, Chief of the Division of Art in the Department of Public Instruction, there is renewed emphasis in the development of craftsmanship. An effort is being made to discover new types and modifications of old types of hand wrought articles. These articles are being made the basis of an increased emphasis upon craftsmanship in the public school program. The growing demand for music education, according to M. Claude Rosenberry, Chief of the Division, is likewise noted through the ever-increasing requests of professional institutions as well as public schools for counsel and guidance in the institution of new music departments, as well as in the expansion of departments already in operation. Recently eight State Teachers Colleges and Universities, 125 student teachers, 275 teachers and supervisors of music, and forty-three county and district superintendents have participated in interviews with the Department of Public Instruction with respect to music education.

HOUSEHOLD ARTS SCHOOL

Cooks, Waiters, Doormen, Chauffeurs, and Gardeners Receive Instruction.

New evidence of the present trend to adapt public education to actual social needs is found in the 137 household education schools that are rendering service in seventeen states of the Union.

These institutions which operate under government auspices are flourishing mostly in small towns and are going far toward dignifying such worthy household occupations as waiter, doorman, chauffeur, and gardener. While most of the courses offered in these schools are for women learning how to cook, to serve, and to care for children, create, therefore, others which graduate persons as housemen, doormen, chauffeurs, and gardeners. Most of the students who range in age from eighteen upwards are graduates of secondary schools. These household educational centers are likewise making an effort to establish new working standards with relation to working hours, time off, vacations, and over-time.

VOCATIONAL EDUCATION LEADERS CONFER

Discuss Forward Steps in Developing Program to Meet New Needs

To further promote vocational education, leaders in the fields of agriculture, home economics, industrial education, as well as administration, met for the consideration of essential steps to be taken. The discussion centered around such vital questions relating to vocational education as a uniform curriculum, community contacts, shortage of teachers in these special fields, and county supervisory program. Some consideration was likewise given to the development of courses for boys classes in homemaking especially as they relate to out-of-school youth. Another question that was considered vital to the expansion of the vocational education program in Pennsylvania, was that of systematic research with the view to making available to teachers new procedures and techniques for the improvement of instruction in these fields.

EDUCATIONAL FIELD TRIP

Schoolmen Study Natural Formations in Schuylkill Valley.

The Department of Public Instruction in cooperation with the Geologic Survey collaborated in conducting the geological field trip which began at Reading and proceeded up Schuylkill Valley as far as Pottsville.

The project was developed primarily for teachers and students interested in learning about local geology, and the information gained on the journey will become an important part of the regular materials of instruction in science in the schools participating.

A similar meeting to the one in Schuylkill Valley is planned for the Johnstown area on Saturday, October 24. Persons interested in joining this expedition may secure detailed information by addressing the Department of Public Instruction.

PARENT EDUCATION

Public Organizations Cooperate In Sponsoring Extensive Program In Pennsylvania

The Department of Public Instruction is cooperating with a half dozen other public agencies in providing an adequate program of parent education. Through the Divisions of Home Economics and Agriculture in the Bureau of Instruction, the Department assists communities in organizing evening classes for adults throughout the State. The Parent Education Program of the Works Progress Administration is likewise very active in this vital field of public service. The Department of Public Instruction joined with the W. P. A. in 1934, to institute this aggressive program. Through the Pennsylvania Council of Parental Education the activities in parent education have been coordinated.

Other agencies actively engaged in parent education are the Federation of Women's Clubs, which conducts a School of Family Relationships; The Pennsylvania Branch of the American Association for University Women, which sponsors a program in various cities in the State; and the Pennsylvania Congress of Parents and Teachers, which has an active program of Parent Education in many of its local branches.

A recent report on the extent of Parent Education conducted by the W. P. A. in cooperation with the Department of Public Instruction, indicates that more than 10,000 persons have benefited through this service. Bulletin 86, entitled "Parent Education" is available for those who are interested in suggestions for the organization of Parent Education Programs. This bulletin may be obtained from the Education Division of the W. P. A., Room 333 Education Building, Harrisburg.

SCHOOLS ADD AGRICULTURE DEPARTMENTS

The Department of Public Instruction has devoted a considerable amount of time at the beginning of the current school year in assisting school districts which are opening new Departments of Agriculture.

At the beginning of the term, according to H. C. Fetterolf and V. A. Martin, who are at the head of the agriculture education division, twenty-seven school districts have added agriculture instruction to their program. Six of these are joint departments serving two districts. The addition of these new courses bring the total of secondary schools having Departments of Agriculture up to thirty-three.

The increasing interest in this type of education is evidenced not only by the number of schools adding instruction in agriculture but by a perceptible trend in the development of agricultural study groups among adults, the initiation of agricultural products in rural communities throughout the Commonwealth, and the growing number of secondary school students who express a desire for the work. The new demands for agricultural education in Pennsylvania will be met by an expansion of the agricultural program for the year 1937-1938, when the Federal appropriation will become available.

STATE SCHOLARSHIPS ANNOUNCED

Ranking Candidates in Eighty County and Senatorial Districts Receive Notice of Their Awards

The Department of Public Instruction has notified the 80 candidates who ranked first in their respective counties and senatorial districts in the annual State Scholarship Examination, advising them of their success in winning a $400 award acceptable as tuition at any accredited college in Pennsylvania.

These examinations, which are prepared and administered by the Department of Public Instruction through the county superintendents in Pennsylvania, are provided by the Legislature as a means of helping worthy Pennsylvania high school graduates to secure a higher education. One scholarship in each county and senatorial district of the Commonwealth is awarded to that member of the senior class who attains the highest grade in his respective county or senatorial district. The State Council of Education awards these scholarships on the basis of this competitive test.

This year the Department of Public Instruction developed a new type of examination placing emphasis not on memory ability, but rather upon reasoning ability. The recalling of information was not required of the candidates so much as perceiving relationships between elements.

Following is a list by counties of the secondary schools from which the successful candidates graduated:

County	Secondary School
Adams	Gettysburg
Allegheny	South Hills
Allegheny	Bellevue
Allegheny	Annunciation
Allegheny	Schenley
Allegheny	McKeesport
Allegheny	Crafton
Armstrong	Kittanning
Beaver	Beaver
Bedford	Everett
Berks	Reading
Blair	Altoona
Bradford	Athens
Bucks	Quakertown
Butler	Butler
Cambria	Johnstown
Cameron	Emporium
Carbon	Lehighton
Centre	State College
Chester	West Chester
Clarion	New Bethlehem
Clearfield	Morris Township
Clinton	Lock Haven
Columbia	Espy
Crawford	Meadville
Cumberland	Mechanicsburg
Dauphin	Millersburg
Delaware	Upper Darby
Elk	Weedville
Erie	Academy
Fayette	Uniontown
Forest	Tionesta
Franklin	Chambersburg
Fulton	Wood Township
Greene	Waynesburg
Huntingdon	Huntingdon
Indiana	Blairsville
Jefferson	Brockway
Juniata	Thompsontown
Lackawanna	Carbondale
Lancaster	Manor Township
Lawrence	New Castle
Lebanon	Lebanon
Lehigh	Allentown
Luzerne	Kingston
Luzerne	Wyoming
Lycoming	Montoursville
McKean	Kane
Mercer	Greenville
Mifflin	Lewistown
Monroe	E. Stroudsburg
Montgomery	Abington Twp.
Montour	Danville
Northampton	Easton
Northumberland	Lewisburg
Perry	Newport
Philadelphia	South Phila. Boys'
Philadelphia	Phila. Girls'
Philadelphia	Westtown School
Philadelphia	W. Philadelphia
Philadelphia	Frankford
Philadelphia	Simon Gratz
Philadelphia	Northeast
Philadelphia	Northeast
Pike	Hawley
Potter	Galeton
Schuylkill	Porter Township
Snyder	Selinsgrove
Somerset	Windber
Sullivan	Dushore
Susquehanna	Montrose
Tioga	Mansfield
Union	Mifflinburg
Venango	Franklin
Warren	Warren
Washington	Burgettstown
Wayne	Honesdale
Westmoreland	Irwin
Wyoming	Nicholson
York	Dillsburg

TEACHERS COLLEGE TRUSTEES MEET

Superintendent Ade Addresses Important Conclave

The annual meeting of the Association of Trustees of the Pennsylvania State Teachers Colleges, was held in the State Council Chamber of the Education Building in Harrisburg on Thursday, September 17. The program which dealt with the theme "The Trustees' Opportunity—The State Teachers Colleges," was arranged by the committee consisting of Henry T. Meyer of Bloomsburg, Mrs. Sarah H. Mellor of West Chester, and Dr. H. B. North of Millersville. Mrs. Emma Guffey Miller presided at the Conference which was attended by more than a hundred members.

Dr. Lester K. Ade, Superintendent of Public Instruction, addressed the group on the subject "The Trustees' Responsibility and Opportunity." A discussion of the needs of the several institutions represented at the meeting followed Doctor Ade's address. Dr. Ambrose L. Suhrie, outstanding authority on teacher education in America spoke before the trustees on the subject "The Responsibility of a State Teachers College in a Democracy." Doctor Suhrie recently returned from an extended trip in which he visited practically every State Teachers College in the United States.

A third address was presented by Earle H. Schaeffer, a member of the Board of Trustees at Shippensburg, who discussed the topic "Looking Forward With the State Teachers Colleges." At the conclusion of the session, an open forum was held in which the general theme of the program and other topics pertinent to the functions of trustees were discussed.

FREEING THE COLLEGE STUDENT

Experiences in Contemporary Life a New Basis for Preparation of Teachers

Three problems that face higher education today are: the development in students of discriminatory powers to become intelligent workers in a changing world, maintaining high standards of scholarship, and familiarizing the students with essential elements of contemporary life. In a systematic effort to solve these problems, Temple University has selected over 100 students who are preparing themselves to become secondary school teachers, and devised an educational program designed to meet the three objectives above.

The program for the students who have been selected on the basis of intelligence, school achievement, and leadership characteristics, is built on the following assumptions: the curriculum must grow out of the problems of contemporary life; the student must be brought into contact with all phases of this life; he must be permitted to decide for himself the quality and quantity of experiences necessary to prepare for participation in that life; and he must be so guided that he will see it as an integral part of a functional whole.

Accordingly, the first two years of the course for these students at Temple University are devoted to problems arising out of the student's physical environment, his social environment, his individual circumstances, and the media of expression. The last two years, in which special attention is given to his preparation to become a secondary school teacher in a particular field, are characterized by the use of secondary schools as a laboratory to familiarize him with the job of teaching and the use of the academic departments as a laboratory in which to gain the needed information for his professional equipment.

PLANNING FOR COLLEGE

New Booklet Provides Guidance for Students Seeking Self-Help Suggestions

A new booklet entitled "How to Get a College Education" has been recently compiled by the Haskin Information Service at Washington, D. C. It is designed to assist those who earnestly desire to further their education by telling what schooling costs, how to select a school, how to prepare for matriculation, and how to devise money-making plans to meet the essential educational expenses on the campus. This booklet is 32 pages in length, and presents information based upon the latest facts and figures available in the several educational agencies in the United States government under such headings as Making a Budget, Student Aid Funds, Entrance Requirements, and Detailed Costs of Education.

Reference is made in the document to the National Youth Administration which sponsors a special appropriation to assist worthy students in secondary schools and colleges. This fund, which is available only through existing educational agencies, can be made accessible in many ways which are described in a special section of the booklet.

SCHOOL MERGERS ENCOURAGED BY W. P. A. BUILDING PROGRAM

Federal Aid Provides Opportunities For Smaller Districts to Enlarge and Improve Educational Facilities

Rural school districts throughout America, are now finding it possible, under the new W. P. A. Building Program to merge their resources in the interest of establishing larger and more proficient school facilities for the children residing in these areas.

More than 75 per cent of the secondary public schools in the United States are located in communities with populations of 2,500 or less. However, the areas having three-quarters of the schools have only 40 per cent of the Nation's children of secondary school age. The inevitable result is small schools. With the present trend toward enriching and enlarging the educational offerings in the public schools, a great many of these smaller institutions find it impossible to provide educational opportunities comparable to those offered in the larger centers. Accordingly, hundreds of these smaller schools are availing themselves of the opportunity to provide improved educational facilities with the help of the $464,000,000 building fund that is being administered by the W. P. A. Reports indicate that mergers all over the country where a group of rural communities can unite in the establishment of a single up-to-date large school are taking place.

An outstanding example of the possibilities of this development is seen in the newly erected Grant Union High School in California, where five school districts united in creating the most modern educational facilities. Here every social and recreational opportunity is available to the 58,000 pupils in attendance, for even though the school is sited in a distinctly rural area, the pupils have all the advantages enjoyed by those attending schools in the larger cities. This great school is only one of more than 4,000 which are being developed under this National Building Program of the W. P. A. with the construction of more than 30,000 class-rooms under this program to date, upwards of more than 1,000,000 pupils have been accommodated in the elementary and secondary schools of the United States.

PERCENT OF PUPILS IN SECONDARY SCHOOLS DOUBLES IN DECADE

Ratio Varies With Size of District

The percentage of pupils in secondary schools of the Commonwealth has doubled since 1925. According to the report compiled by the Department of Public Instruction, 15.2 of all pupils in the public schools in 1925 were enrolled in the secondary level, while in 1936 the percentage was 29.5. The figures for last year indicate that the ratio between elementary and secondary school pupils varies according to the size of the school district, the percentages in secondary grades ranging from 20 in districts of the fourth class up to 41 in districts of the second class. In districts of the third and first classes the percentage of pupils enrolled in the secondary schools is 34 and 32 respectively.

LOCAL SCHOOL UNITS STUDIED AT CONFERENCES

Educators and Lay People Participate in State-Wide Survey of Attendance Areas

With the aid of the Federal Government, the Department of Public Instruction, Doctor Ade has stated, is cooperating with County Superintendents, School Directors, and lay citizens, in making a survey of local school units and attendance areas throughout Pennsylvania with a view to developing information as to past condition, present status, and future possibilities. It has been thought that the size of school unit has some significant relation not only to the circumstances of a district or locality, but to the efficiency of the progress of instruction of the local school system. As a means of gathering direct and first hand information on public school centers of service with special reference to the relation of size to practicing of educational service, sectional conferences have been held in the several Pennsylvania State Education Association districts at Allentown, Scranton, Lock Haven, Greensburg, Butler, and Meadville. A final meeting has been scheduled to take place at Harrisburg on Saturday, September 19.

Conferences are also being planned with various County School Directors Associations and special committees chosen to study the problem of public school administration units.

There are several advantages in conducting these meetings in different parts of the Commonwealth. They serve as a means to gather local sentiment toward reorganization, suggestions for procedures and steps necessary to effect reorganization, secure from various groups evaluations of various reorganization possibilities, and obtain a picture of practical difficulties.

SUSPEND BEAUTY CULTURE LICENSES

Failure to Comply with Professional Standards Draws Legal Penalties

The Department of Public Instruction through the Bureau of Professional Licensing in charge of Dr. James A. Newpher has begun an intensive drive against violations of the Beauty Culture Code in an effort to protect the interests of students and practitioners in this field of service. All but two of the eighty-one schools of Beauty Culture in Pennsylvania are privately owned—Pittsburgh having two public trade schools in this science.

Many of the privately owned institutions in their efforts to derive profits at the expense of adequate instruction and other proper standards have been found guilty of violations of several provisions of the Beauty Culture Act. Accordingly, the Bureau of Professional Licensing in its effort to correct these offenses, has recently exercised its authority to suspend the franchise of several schools. This action constitutes a severe penalty inasmuch as it attaches a public stigma to the offending institution.

The offenses most frequently discovered among these schools are failure to maintain the required ratio of one teacher for each twenty-five pupils enrolled, the acceptance of pay for services rendered by students in the schools, and negligence of the sanitary precautions required by law.

SECONDARY SCHOOL ENROLLMENT APPROACHES HALF MILLION

Increase Attributed to More Interesting and Practical Courses

According to a statement by Superintendent Lester K. Ade, enrollment in the secondary schools of Pennsylvania increased from approximately 50,000 in 1890 to approximately 500,000 in 1936. While the latest actual figure available is for 1935, when the enrollment reached 439,293 it is anticipated that the figure for the current year will approach a half million.

The steady increase in enrollment in the secondary schools demonstrates a greater holding power of these institutions. In 1930 there were 296,372 pupils in grades 9 to 12, an increase of 5.2 per cent over the previous year. In 1934, the 408,015 enrolled represented an increase of 37.7 per cent over 1930. In 1935 the enrollment of secondary school pupils was 439,293, being an increase of 7.6 per cent over the 1934 record. These increases are due to various causes, including the modification of the school program to suit the interests and needs of the students, the demand for better educated candidates for the professions, a general desire to understand everyday problems of society, a lack of opportunities for employment, and a modification of the attendance laws.

A review of the secondary schools of Pennsylvania during the two-year period just closed reveals a notable increase in the number of junior-senior high school organizations, a reduction in the number of one-teacher high schools, a definite increase in the holding power of these schools, a uniting of small districts to form joint schools, and the adjustment of the courses of study to meet local interests and needs by the addition of such subjects as guidance, practical arts, and commercial studies. The superior value and public appreciation of the junior-senior high school organization as against the four-year type is evidenced by the fact that in 1936, 473 of the 1,244 secondary schools were on the junior-senior six-year basis as compared with only 309 in 1930.

The secondary schools in their development for the future are studying such problems as the following: the possibility of a larger and more efficient unit, the appraisal of secondary schools on the basis of the effectiveness of their program of instruction, the extension of the program into post-graduate levels with the aid of the N. Y. A. and the P. W. A., and the development of a larger industrial education program.

The increased enrollment in the secondary schools coupled with a reduction in financial resources for the operation and maintenance of these schools constitute one of the difficult problems in this field. Furthermore, many districts not having secondary schools find the tuition costs burdensome. Providing transportation facilities to permit pupils to attend secondary schools in other districts is another aspect that has given concern to school boards and administrators.

Children of Yesterday

This enhanced interest in early childhood has resulted in part from the discovery that many of the adults who are involved today in serious social difficulties were the neglected, dependent, poorly nurtured, or otherwise maladjusted children of yesterday. — **From "Recent Social Trends in the United States."**

SUPERINTENDENT ADE OUTLINES EDUCATIONAL PLAN FOR PENNSYLVANIA

(Concluded from page 1)

With a reduced budget and limited personnel, advancement can be made only by revising and redirecting the essential services already in force. It is proposed to accomplish these ends, first, by the careful evaluation of the various service divisions in order to eliminate those that are ineffective in improving the educational program, and to strengthen those that make a vital contribution; and second, by systematic research looking toward the development of new materials. In these efforts the Department will pursue a gradual course of development from practices now in operation toward practices that may be better adapted to meet evolving conditions and needs—consistent and gradual development being more permanent than sudden development. In this gradual forward movement of the program of the Department many advancing frontiers of education may be recognized. Among these are the following:

GENERAL

1. Developing a sound common philosophy of education.
2. Establishing a closer coordination between the Department and the public, between the Department of Public Instruction and other State Departments, as well as among the Divisions within the Department itself.
3. Disseminating educational information to obtain a widespread participation of citizens in the development of the program of public instruction.

FINANCIAL

4. Providing a financial program that will equalize educational opportunity in all parts of Pennsylvania:
   a. By increasing State subsidies to districts which have improved educational opportunities through consolidations.
   b. By granting sufficient special aid to enable districts in extraordinary financial distress to maintain an adequate educational program.
5. Adapting school plant construction to the new requirements of consolidation and other needs of an ever-expanding educational program.
6. Improving transportation service to provide larger attendance areas with the fullest possible educational facilities.
7. Evolving a formula for the equitable allocation of appropriations to the State institutions with due regard to their respective requirements.

PROFESSIONAL

8. Adapting the facilities of the State Teachers Colleges to changing demands in public education.
9. Advancing Teacher Education standards relative to both pre-service and in-service professional growth.
10. Educating an adequate supply of teachers qualified to serve in new and special fields such as aviation, automobile driving, safety education, distributive trades, vocational education, and the like.
11. Adjusting the available supply of teachers to meet the actual demand.
12. Stabilizing the professional service in the classrooms by encouraging adequate salary, tenure, and retirement laws.

INSTRUCTIONAL

13. Enriching educational offerings of the education program in accordance with the expanding requirements of contemporary life:
    a. By encouraging vertical extension of the program to comprise age levels inclusive of nursery children, out-of-school youth, and parents.
    b. By encouraging horizontal expansion of the program to make universally available such courses as safety education, special education, practical arts, vocational education, business education, radio, and motion pictures.
    c. By increasing social opportunities through community planning and the organization of Community Councils in every locality to meet the educational, social, recreational and vocational needs of all the people.
    d. By cooperating with established agencies—local, State and Federal—in improving educational opportunities.
    e. By developing a health education program that gives emphasis to healthy living rather than to curative and remedial practices.
    f. By extending opportunities for music and art education to every school district.
14. Developing materials of instruction more closely adapted to local needs:
    a. By planning regional study areas involving a wider participation of members of the profession and lay leaders.
    b. By using community resources—human, industrial and natural—to supplement the traditional curriculum as materials of instruction.
    c. By correlating the study of home economics, agriculture, industrial and business education with community agencies—teacher, pupil and parent cooperating in common projects.
15. Establishing library service and visual education materials in every public school and community, and providing for the wide dissemination of information on the history of Pennsylvania.
16. Advancing the standards of professional and occupational practice by upgrading the preparation of personnel; and improving the efficiency of public service by the extension of civil service examinations.
17. Rehabilitating and re-educating youth and adults who require such service in order to become employable in a useful occupation, and affording handicapped children educational opportunities commensurate with their capacities to learn.
18. Instituting, with the cooperation of school officials and teachers, an efficient State-wide testing program for elementary and secondary school youth.
19. Affording students sound and sympathetic guidance in the social, educational and vocational aspects of their education.
20. Emphasizing the inculcation of attitudes, abilities, appreciations, and ideals, in addition to information, habits and skills.

COMMUNITY RECREATION PROGRAM

New Manual Portrays W. P. A. Plan for Worthy Leisure Activities

The Department of Public Instruction, according to Dr. Lester K. Ade, has cooperated with the Works Progress Administration in developing a community recreation program for Pennsylvania. Describing the recreation activities program is a new manual entitled "Recreation and Leisure Time Activities," which deals with such phases of the work as the following: arts and crafts, procedure in organization, community music, community athletics, community dramatics, playground designing, community recreation service, and the conducting of playgrounds.

The most valuable feature of the book, which contains more than 100 pages, is the excellent list of specific games and activities with directions of how they are played. Another very helpful part of the Manual is the explanations of the fundamentals in community recreation. Among those listed as of particular importance are the following:

1. A full time director for every community of 8,000 or more.
2. Support of recreation through public taxation.
3. Educating the entire people in leisure time activities.
4. Creating an active, energetic and happy citizenship as the main objective.
5. Adding new features to the program each year.
6. Games for persons of all ages, for all seasons of the year.
7. Teaching a few simple songs to all.
8. Adequate play space for every new school.
9. Public playground within reasonable reach of everyone.
10. Swimming in the summer, skating and coasting in winter, in every program.
11. A small garden where growth of plants may be observed accessible to every boy and girl.
12. A reasonable per cent of the community area set aside for play purposes.

MOTION PICTURE MATERIALS

The rapidly increasing use of motion pictures in education causes educators to become more and more interested in the materials of motion pictures. Of the 519 feature-length pictures produced last year the source materials were derived as follows: 244 pictures were developed from original screen stories, 142 from novels, 52 from miscellaneous sources, 41 from stage plays, 37 from short stories, and 3 from biographies.

Leaders of lay and professional groups throughout the State are called upon to join in studying the educational problems of the Commonwealth. The advice and assistance of all interested groups are of vital importance in the further development of the educational program in Pennsylvania. The people should be conscious of the fact that the public schools belong to them, and that with their friendly consideration of our educational problems, a definite and consistent program adequate for all concerned will be assured.

PENN DAY

Friday, October 23, 1936

Governor's Proclamation

WILLIAM PENN, who was born October 23, 1644, has been acclaimed one of the greatest historic figures of his age. By his strict adherence to such democratic principles as religious tolerance, the rights of the common man, self government, and peace, he made a significant contribution not only to this Commonwealth but to the Nation as well. He was one of the first to act upon the conviction that not only families and states, but that all the nations of the world can settle their disputes without violence. He believed that governments depend on men, and that men to a large degree, depend on public schools for intelligent action.

This great man was the illustrious founder, proprietor, and Governor of Pennsylvania, and devoted the best part of his life—more than thirty years—to the development of this Province. His treaties with the Indians, which were made without oath, are testimonies of his integrity; his decree that the poor as well as the rich must be instructed and that their learning must be liberal, is evidence of his soundness as an educator; and his insistence that no one in his Province be molested or prejudiced in the persuasion and practice of faith is proof of his general tolerance. These ideals, which were not only advocated but practiced by the founder of Pennsylvania, have been the basis upon which this great Commonwealth has been built.

THEREFORE, I, George H. Earle, Governor of the Commonwealth of Pennsylvania, in accordance with the Act of June 22, 1931, do hereby designate and proclaim Friday, October 23, as William Penn Day, and call upon the schools, other institutions, and the general citizenry of the Commonwealth to observe this, the 291st birthday anniverary of William Penn; and to acknowledge and appreciate the ideals which he practiced and upon which the succeeding generations have built the great State of Pennsylvania.

SESQUI-CENTENNIAL TREE PLANTING

Many Organizations Cooperating in Promoting Propagation Projects

The National Congress of Parents and Teachers, The General Federation of Womens' Clubs, and other social and civic organizations are cooperating with the American Tree Association in promoting tree planting and seeding projects as a part of the observance of the Sesqui-centennial of the Constitution of the United States.

An instructive pamphlet entitled "The Constitution of the United States, With Tree Planting Instructions" has been prepared by the American Tree Association to assist individuals and agencies in developing plans for the planting of memorial trees apropos this significant event.

Several community Sesqui-centennial tree planting projects have already taken place. One of these was developed at Wheeling, West Virginia, where 4,200 trees were planted by hundreds of school children with the aid of members of the C. C. C. Camps.

PENN THE PLANNER

Provided for Public Welfare in Charting Quaker City

WILLIAM PENN whose 292nd birthday anniversary falls on October 23, 1936, might well be called the first city planner in America, for in his plans for Philadelphia he established some of the basic principles on which city planning has developed in this country. He believed in the wise use and organization of land and the fact that certain areas within municipal limits could be and should be dedicated to the pleasure and use of the public. He knew that an excellent community spirit would be stimulated if the people were to meet on land which, together, they owned.

When planning his city he reserved sixteen acres for public use. Of these, ten were used as an area in which to put Friends' horses when they came from afar to the meetings so "that they may not be lost in the woods." The remaining six were "to be used as a site for a meeting house and school house, and for the children of the town to play in, and for a garden to plant with plants which lads and lassies might know." Penn, in providing for these plots for his followers, could not have thought of how very important the areas would become as places of refuge for the people in their desire for air and sunshine when his plan had developed into a great center of population. Nor could he have thought that those who would continue to build his city would use every portion of the land for their own material benefit.

Although Penn and the early Friends of Philadelphia were very practical, they believed that material gains were not the only reason for the ownership of land but that definite pleasure could be derived from its wise use and management. Just as they believed that areas of land should be set aside in public ownership for the use and enjoyment of the people, so they believed that some part of each private holding should be given to whatever pleasure might be derived from it.

—Department of Welfare Bulletin
August, 1936.

RADIO AN ASSET TO EDUCATION

At the basis of the success which has been so far achieved in school broadcasting lies the desire to vitalize the service at both ends, both at the microphone and in the classroom, by a human personality. The boys and girls of our generation are fortunate in being able to listen through the wireless in their classroom to speakers of national, and indeed world-wide, fame, and to hear concerts, dramatic excerpts, feature programs, and broadcasts of actual events, provided for their special benefit.

EASTERN STATES EXPOSITION

By DR. LESTER K. ADE
Superintendent of Public Instruction
(From a Radio Address delivered at Station WBZ, Springfield, Mass., on the occasion of the 20th Annual Eastern States Exposition in Springfield, Mass., September 20, 1936.)

To the people of Pennsylvania I can best describe this Eastern States Exposition as being similar in scope and purpose to our own Annual Farm Show. It represents the best in industrial and agricultural products and activities of the North Atlantic States, including many exhibits from Pennsylvania. It is a traditional New England contribution to the advancement of farm and factory, home and school. The cordial welcome and hospitality extended the guests of the Exposition, its impressive immensity, and its diversified features relating to agriculture, industry, education and entertainment, raise the Eastern States Exposition to the ranks of a great and typical American Institution. Its comprehensive program includes such interesting events as Live Stock Exhibits, a Judging Program, 4-H Club Activities, Horse Show, C. C. C. Contests, Home Department Projects, Dog Breeders Program, Garden Club Exhibits, and Industrial Displays, in the magnificent Industrial Arts Building.

The industrial features of this Eastern States Exposition hold more than ordinary appeal for Pennsylvanians. They know that the sun never sets on the industrial products of their Commonwealth, which ranks only second in America as an industrial State. They realize too, that Pennsylvania industries annually produce one-tenth of the nation's manufactured goods, which has an estimated value approximating $5,000,000,000. Pennsylvania in common with the New England States, has suffered in recent times from the mistaken opinion that it is primarily an industrial State. It can be said most emphatically, at least of Pennsylvania, that back of the smoke screen of the industrial plants, there lies a rural Commonwealth with an almost matchless record in farm production.

Supreme success however rests not with the progress and prosperity of single states alone, but rather depends upon mutual cooperation among states having common interests and common problems—cooperation such as is evidenced by the splendid spirit of harmony, constructive effort, and forward-looking objectives which have characterized this 20th Eastern States Exposition.

The modern school program is one of actual experience in living under the guidance of the best thinking of which pupil, teacher, parent, and community leaders, in general, are capable. —*A. L. Threlkeld.*

HISTORICAL COMMISSION PROMOTES PROJECTS

W.P.A. Cooperates on Five Constructive Activities

According to Dr. Lester K. Ade, Superintendent of Public Instruction, the Pennsylvania Historical Commission is undertaking numerous and extensive historical projects of unusual significance. The Commission which is under the direction of Chairman Frank H. Melvin, is at present engaged in no fewer than five major projects. In cooperation with the Works Progress Administration, the Commission is applying to the Federal Government for a project to explore and restore the early French and English forts, in area twelve, which includes Erie, Mercer, Venango, Crawford, and Warren counties. In the execution of these projects, approximately $65,000 will be expended and 100 men employed.

Other projects in progress include work at Pennsbury, William Penn's estate in Bucks County, and archaeological enterprises employing some fifteen men in Luzerne County. Operations in Lycoming County have been initiated on a similar project employing twenty men. Thirty-five boys under the National Youth Administration have been engaged to participate in some phases of these activities.

On the authority granted by the special session of the Legislature, plans are being formulated for Pennsylvania's part in the celebration of the 300th Anniversary of the establishment of the first courts of law, the first schools, and the first capital, in what is now Pennsylvania.

HORACE MANN CENTENNIAL

Famous Educator to be Honored During American Education Week

American Education Week, which is to be observed this year from November 9-15, will afford an opportunity for an appropriate tribute to Horace Mann whose centennial celebration will be celebrated throughout the year 1937. Monday, November 9 of American Education Week will be devoted to a consideration of "The Story of the Schools." Horace Mann, generally regarded as the "father of the American public schools," will be among those honored on this day when the entire nation will rededicate itself to the fundamentals of education.

Horace Mann, on July 1, 1837 gave up his career in the profession of law, resigned as president of the Massachusetts State Senate to become Secretary to the newly created Massachusetts State Board of Education. In this capacity he was so inspired by high ideals and with a personal dedication to education that he gave the rest of his life to the cause of the public schools with such effectiveness that he has become known as the founder of the American free public school system.

Other subjects included in the schedule of American Education Week that are closely related to the life and principles of Horace Mann are "New Services to the Community," which is the subject for Wednesday, November 11; and "Education for Character," the subject for Sunday, November 15.

FINANCIAL AID FOR FLOOD STRICKEN LIBRARIES

Sixteen Report Losses At Special Meeting in Harrisburg

A score of librarians and other officers representing sixteen libraries which suffered appreciable losses during the 1936 floods, met in the Education Building recently under the auspices of the Department of Public Instruction, to file their losses with a view to receiving financial aid in restoring their institutions.

The aggregate losses of the sixteen institutions reporting totalled approximately $117,000 while the appropriation made by the special session of the Legislature for restoring these losses was $100,000. Superintendent Lester K. Ade, who was invited to address the group, suggested that the special appropriation be allocated to the libraries on a pro rata basis and in such a way as to do the greatest amount of good for the greatest number of people concerned. He also suggested that to facilitate the distribution of the money among the communities, a committee be appointed to study the reports and recommend equitable reimbursements.

Accordingly, Miss Frances H. Kelly of Philadelphia, President of the Pennsylvania Library Association, appointed the following members to serve on this committee: Alice R. Eaton of Harrisburg, C. W. Carroll of Philadelphia, Joseph Simon of Lock Haven, and Joseph L. Rafter, Director of the State Library and Museum in the Department of Public Instruction. Doctor Rafter, who presided at the meeting, besides calling upon Doctor Ade, introduced Dr. Clarence E. Ackley, Director of the Bureau of Administration and Finance, who explained the procedure that would be followed in making payments to libraries under the special appropriation.

It was pointed out in the meeting that the moneys received by libraries for flood relief were to be limited to that specific purpose and should in no case be used for other library needs.

Motion Picture Review Digest

Now that the motion picture has taken a more definite place as a cultural and educational agency and a great many periodicals are offering review columns for current motion pictures, the need has arisen for a composite, impartial, authentic review of motion pictures in the interest of education. In response to this need, the library service of the House of Wilson is issuing weekly a Motion Picture Review Digest. This Digest carries reviews and previews of films as given currently in some forty publications. These publications from which the Motion Picture Review Digest is compiled, include general newspapers, exhibitors' journals, and audience evaluations of more than a score of special reviewing organizations such as women's clubs, religious groups, and the like. The Motion Picture Review Digest, while only in its first volume, and published weekly, will be cumulated at convenient intervals, and finally issued either as an annual in one straight alphabet, or with an index if only cumulated quarterly.

STATE LIBRARY PRESENTS RAILROAD EXHIBIT

Centenary of First Train in Capital City Marked by Display of Railroad Rarities

The General Library Division of the State Library arranged an exhibit of early railroad history that proved to be of interest to the folks who attended the 100th anniversary celebration of the first train to arrive in Harrisburg, held in the Forum of the Education Building.

The report of the "Pennsylvania Railway Regulations, with Rates of Toll Established by the Canal Commissioners in Force on the Fourteenth Day of June, 1836" and Tanner's "Map of the Canals and Railroads of Pennsylvania and New Jersey for 1837" intrigued the engineers and others who viewed the display.

Several English publications described the principles of railway construction, among them being that of Robert Stephenson, the well known civil engineer, who had much to do with the building of locomotives in the early Nineteenth Century.

Quaint prints of the first locomotives built for actual use in the United States included the "DeWitt Clinton," "The Best Friend," and "The West Point." Peter Cooper's "Tom Thumb" was shown overtaking and passing a Horsecar filled with passengers. The "Flying Dutchman" run by horsepower and the "Sailing Car" with a party of excursionists, all picturesquely portrayed the experiments that were being tried out during 1830 and after.

Of special importance was a copy of the "Charter of the Harrisburg, Portsmouth, Mount Joy and Lancaster Railroad Company" which contains a section among its many provisions that made it unlawful, "If any person shall wilfully lead or drive, or cause to be led or driven, any horse, ox, ass, or mule, * * * along or over the said rail-road * * * or place any timber, stone, earth, or any other thing on it." The first train running to Harrisburg in 1836 was over this railroad.

LIBRARIANSHIP ANNIVERSARY

Fifty Years of Professional Education For Curators to be Celebrated

More than a score of library associations and library schools in America are planning to celebrate the 50th anniversary of the beginning of professional education for librarianship during the academic year, 1936-1937. Formal education for librarians has made such great progress since its inception at Columbia University in 1887, that the librarians of the land regarded it most fitting that some recognition should be given to the fifty years of progress in this field.

The celebration which will continue throughout the school year, 1936 and 1937 will develop the theme "A Semi-Century of Progress in Professional Education for Librarianship" and will be characterized by historical displays, pageants and lectures; radio talks; history of library schools; personal sketches of leading figures in library history; essays on professional education for librarianship; contests among library schools; closer association of alumni with the activities of these schools; and an effort to increase registrations in membership of the State or American Library associations.

ANTICIPATING ANNIVERSARIES

NOVEMBER

2 Daniel Boone, 1734-1820. Pioneer and Woodsman.
3 William Cullen Bryant, 1794-1878. Poet and Editor, Author of "Thanatopsis." Elected to the Hall of Fame in 1910.
8-14 Book Week.
9-15 Education Week.
11 Armistice Day. The World War came to an end on Monday, November 11, 1918 at 11 o'clock, A. M.
13 Robert Louis Stevenson, 1850-1894, Scotch poet, essayist and novelist.
13 Edwin Booth, Shakespearian Actor, 1833-1893, Acclaimed in America, England and Germany, foremost American tragedian. Elected to the Hall of Fame in 1925.
13 Phillips Brooks, 1835-1893. Minister, orator, author, and abolitionist. Elected to the Hall of Fame in 1910.
14 Robert Fulton, 1765-1815. Born in Lancaster County, Pennsylvania. Miniature painter, engineer, inventor of the steamboat. The first steam-propelled warship was built from his plans. Elected to the Hall of Fame in 1900.
18 Asa Gray, 1810-1888. Foremost of the early botanists. Elected to the Hall of Fame in 1900.
19 Lincoln's Gettysburg Address—1863.
21 Mayflower Compact signed, 1620.
26 Thanksgiving Day. Of all the holidays observed in this country, there is none so distinctively American as Thanksgiving. It is a legacy of the Pilgrims, cherished because of the romance and traditions that surround it.
30 Samuel L. Clemens, 1835-1910. Humorist and writer of fiction. Author of Tom Sawyer and Huckleberry Finn. Elected to the Hall of Fame in 1920.

DECEMBER

8 Horace (Quintus Horatius Flaccus). 65-68 B. C. Roman Poet.
12 Pennsylvania Admitted to the Union in 1787.

1937

Horace Mann: 100th Anniversary of his becoming Secretary of the State Board of Education of Massachusetts and laying the foundations of the Free Public School System.
150th Anniversary of the adoption of the Constitution of the United States at Philadelphia. (Sept. 15, 16, and 17)
40th Anniversary of the Founding of P-T-A. in America.

1938

75th Anniversary of the Battle of Gettysburg.
300th Anniversary of the first white settlement (Swede), first courts of law, and the first Capital within Pennsylvania.

1939

100th Anniversary of the birth of Frances E. Willard. "She knew the power of banded ill, But felt that love was greater still; So organized for doing good, The World's united Womanhood."

THEODORE ROOSEVELT ANNIVERSARY

Schools Planning Celebration Commemorating 78th Anniversary of the 26th President

Tuesday, October 27, will mark the 78th anniversary of the birth of Theodore Roosevelt. Schools throughout Pennsylvania as well as the nation are planning special and appropriate exercises to honor this great American who, handicapped by physical weakness in his boyhood, transformed himself by his indomitable will and perseverence into a strong man and thenceforth devoted his strength to the betterment of mankind.

Of him it has been written, "The nation Washington created, Jefferson inspired and Lincoln preserved, Roosevelt revitalized. Twice in national crises, once in peace, once in war, he woke his countrymen from dreams of ease to arduous defense of their institutions. He linked two oceans, brought nearer to each other the dreaming East, the active West; established his country as a world power, preserved and advanced world peace. He fought for human rights against the claims of oligarchical despotism; for a united nation against the claims of section or class, race or land of birth. He taught respect for the law, labored for civic decency, defended a people's heritage of natural resources. He set youth aflame; he enlarged men's vision; and made the hearts of his countrymen glow with his own love of life."

The message which Theodore Roosevelt left to the boys of America has never failed to inspire them to whole-hearted and unselfish service to the world. He said, "Of course what we have a right to expect from the American boy is that he shall turn out to be a good American man. Now, the chances are strong that he won't be much of a man unless he is a good deal of a boy. He must not be a coward or a weakling, a bully, a shirk or a prig. He must work hard and play hard. He must be clean-minded and clean-lived, and able to hold his own under all circumstances and against all comers. It is only on these conditions that he will grow into the kind of a man of whom America can really be proud. In life as in a football game the principle to follow is: Hit the line hard; don't foul and don't shirk, but hit the line hard."

Roosevelt House is an institution that was inaugurated thirteen years ago and has become a national focus of patriotic endeavor. Through its Roosevelt Clubs the youth of America are being taught the vital principles which governed the life of Theodore Roosevelt and made of him one of the most typical Americans of modern times. This institution functions on the principle that, "Roosevelt still lives, and moves among his countrymen, everywhere is his heroic spirit felt. It inspires the hopeless, strengthens the weak, guides the strong, and calls all buoyantly to the performance of duty. It exalts courage, glorifies labor, and revels in the joy of harvest over the fruits of work well done."

The H. W. Wilson Co., 950 University Avenue, New York, is compiling an *Educational Film Catalog* which will be ready for distribution soon.

CALENDAR OF EDUCATIONAL EVENTS

NOVEMBER

3 Election Day
6- 7 Pennsylvania Association of Deans of Women, Harrisburg.
13 Pennsylvania Federation of Historical Societies and Pennsylvania Historical Association, Reading.
9-15 American Education Week.
15-21 Book Week.
26-28 Silver Anniversary Meeting of National Council of Teachers of English, Boston.
27-28 National Council for the Social Studies, Hotel Statler, Detroit, Michigan.

DECEMBER

2- 5 Annual Convention American Vocational Association, San Antonio, Texas.
4- 5 Southern Convention District. Shippensburg, Pennsylvania.
10-12 First National Conference on Educational Broadcasting, Washington, D. C.
28-30 State Convention of P. S. E. A. Harrisburg, Pennsylvania.

1937

FEBRUARY

20-25 67th Annual Convention, NEA Department of Superintendence, Municipal Auditorium, New Orleans, Louisiana.

MARCH

10-13 Southeastern Convention District, Philadelphia.

APRIL

17 Western Pennsylvania Industrial Art Conference, California.
23-24 Pennsylvania Forensic and Music League, Tenth Annual Final State Contest, Altoona.
23-24 Northeastern Convention District, Sunbury.

JUNE

28 National Education Association, Detroit, Michigan.

AUGUST

2- 7 World Federation of Education Associations, Seventh World Meeting, Tokyo, Japan.

CONFERENCE ON EDUCATION OF EXCEPTIONAL CHILDREN

Fifth Annual Meeting Held at Harrisburg Last Month

Superintendent Ade Speaks

The fifth annual meeting of the Pennsylvania State Conference for the Education of Exceptional Children, was held in the Education Building, last month. The General Session was addressed by Dr. Lester K. Ade on the subject of "Special Education." This was followed by a symposium on "The Employment of Handicapped Children" led by Dr. Gladys G. Ide, of Philadelphia. The schedule for Saturday morning consisted of group conferences which gave consideration to special phases of the education of exceptional children. The conference also enjoyed a luncheon meeting, with Dr. Edward Lodholz of the University of Pennsylvania, as principal speaker. His subject was "Physical Causes of Exceptional Behavior."

PENNSYLVANIA TO PROFIT BY NEW FEDERAL APPROPRIATION FOR EDUCATION

Superintendent Ade Points to Increase in Vocational Opportunities for Youth and Adults of the State

To Include Agriculture, Trades, Home Economics, and Business

The present educational trend in Pennsylvania to expand and enrich the educational offerings for the youth and adult of Pennsylvania has been given material encouragement by the additional appropriation to be made available in Pennsylvania, in July 1937 through the Federal George-Dean Act.

Sponsored by the American Vocational Association, the Act is designed not only to increase and enrich the vocational education program in agriculture, home economics, trades, and business, but to make these programs of education available in the smaller districts as well as in the large. Pennsylvania, which will benefit by this appropriation to almost $1,000,000 in 1937 and 1938, is already making plans for wise and effective use of these funds.

Farmers, industrial workers, and unemployed youth will be among the chief benefactors of this extended vocational education program. The additional financial aid to be relisted through this Federal appropriation will be used not only to meet emergency needs of the State and its local communities but to provide funds for additional vocational schools and classes.

AGRICULTURAL EDUCATION

Superintendent Ade, has stated that this financial assistance will enable our Commonwealth to better adapt its educational program to the needs of modern times. There are approximately 1,000 secondary schools in Pennsylvania located in centers having populations of 2,500 or fewer. At present, only some 300 or one-fourth of the secondary schools now offer educational opportunities in agriculture. With these funds available vocational development of agriculture can be established in more than 200 additional communities, besides the advantages accruing to the students of the State. It will be possible, under the new arrangement to prepare additional teachers to serve in the schools which shall develop agricultural programs.

TRADE AND INDUSTRIAL EDUCATION

An expanded vocational education program, Doctor Ade stated, will inevitably result in taking a large number of youth off the labor market and off the streets and encouraging them to enroll in vocational schools. Even the smaller communities will be able to establish this type of educational program during the coming school year. There is evident a definite need for the preparation of workers for the trades and industries in our Commonwealth. Only one pupil in forty-five enrolled in our twelve hundred public schools, it is estimated, receives the kind of practice preparation that is needed for entrance into employment in a trade or industrial occupation. There is a definite need for a form of education better adapted to the needs of youth who will not enter the professions.

HOME ECONOMICS

The increasing demand on the part of school districts for home economics will be met, according to Superintendent Ade, with the aid of the George-Dean Federal appropriation. Aproximately 30,000 girls in some 300 secondary schools of the Commonwealth not now offering instructions in homemaking will be accommodated under the improved plan. This will almost double the number of girls in Pennsylvania who will be able to avail themselves of this practical education. In addition to those enrolled in the secondary schools, adult classes may be organized to serve thousands of women from homes affected by decreased income. Moreover, additional vocational home economics teachers will be prepared to overcome the shortage that will inevitably exist under the enlarged program. The ever-increasing complexity of homemaking problems make it highly desirable to offer instruction in this field to practically all who are enrolled in the public schools. One who is responsible for homemaking today must practice discrimination in buying, must know the value and quality of goods, how to prepare foods appetizingly and economically, as well as to formulate and follow a sound budget.

DISTRIBUTIVE OCCUPATIONS

One of the newer developments that will be made possible under the George-Dean appropriation is the development of programs of instruction in the distributive occupations of retailing, wholesaling, jobbing, brokerage, commission buying, selling, and various other merchandising activities. There are approximately a half million persons in Pennsylvania employed in distributing products of our farms and factories to the consumer. The George-Dean funds will provide an opportunity for many of these workers to attend part-time and evening classes for their self-improvement. This instruction will tend to reduce the number of failures among store owners and the unsatisfactory quality of service among those engaged in the distributive occupations.

EXTENDING THE PRESENT PROGRAM

It will be the general policy of the Department of Public Instruction to encourage and assist the local communities to use these funds for the development of new schools and new opportunities for both youth and adults, Doctor Ade stated. There are many communities which are now unable to finance an adequate program. Accordingly, the new funds will not be used to displace any of the existing moneys now made available through local and State contributions but rather to help solve the youth problem, and to return to work many adults who are now unable to get employment because of lack of specific training.

HOME ECONOMICS EDUCATION

Programs Outlined for Adults and Out-of-School Youth

New Federal Bulletin Describes Plans

A new 165 page bulletin entitled "Home Making Education Programs for Adults and Out-of-School Youth" has been issued by the vocational division of the Office of Education in the Department of the Interior at Washington. In addition to the detailed discussion of programs and procedures to be followed in organizing and conducting adult programs in home economics, this bulletin includes a number of illustrations for local communities and State which offer concrete suggestions for this phase of the work.

The material is arranged in six parts as follows: Part I—Home making education in the adult education movement; Part II—Types of programs in adult home-making education; Part III — Preparing teachers and leaders for adult home-making education programs; Part IV—Procedures for adult classes; Part V—Illustrative materials; Part VI — Bibliography, including books and bulletins.

Peace Assembly Programs

The education committee of the Women's International League for Peace and Freedom, 1924 Chestnut St., Philadelphia, Pa., is gathering material for special assembly programs and projects emphasizing world peace and brotherhood, for distribution to schools. It urges that teachers who have successfully tried such work send suggestions to the above address.

THE NEED FOR VOCATIONAL EDUCATION

To provide young people with abilities that are of practical use is one of the major concerns of public education, Doctor Ade said. The schools must, therefore, meet the actual needs of contemporary society. Since contemporary society concedes of education in a much broader sense today than ever, it becomes the public schools responsibility to expand its program according to the new conception and the new requirements of society. The public schools must assume the responsibility of not only preparing young people for jobs, but to prepare them for citizenship in a democracy and for appreciation of the cultural phases of life as well.

"I believe that modern organized education means preparing learners to earn a living, to enjoy life, and cooperatively contribute through democratic processes to the general welfare. Training in vocations is essential to this triple purpose of education.

"There is little joy in the mere acquisition of knowledge if one's learning is not such as to enable him to get a job. The depression has certainly taught us that without a job there is little happiness in life. We must keep the school curriculum in tune with the rapid changes in occupational life. We must not be content with dispensing the facts of ancient history, the tricks of quadratic surds, and the finesse of split infinitives. Such facts alone never secured any boy or girl a job."